UNIVERSITY OF OREGON

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Eugene: Then and Now Presentation Study Guide

This study guide was made possible through a National Leadership Grant awarded by the Institute of Museum and Library Services. From 2003 to 2006 the University of Oregon Museum of Natural and Cultural History and University Libraries digitally archived nine presentations of Oregon's sights and sounds onto DVD format. Local archivist and former University of Oregon Audiovisual Media Center director, Don L. Hunter, created the original presentations.

For more information about this archive project please visit our website:
http://natural-history.uoregon.edu/Pages/projects.html

The project involves two distinct, but connected, elements: 1) the digital archiving of dynamic slide presentations, and 2) the development of educational curriculum and outreach. Since these two elements are infrequently connected in a traditional archive project, a distinctive approach has been explored to properly present historical texts in a current and evolving educational forum. The approach is two-fold:

1. To present the instructor with materials that can either work dependently or independently with the DVD presentations. Materials created include study guides and activities for each presentation topic.
2. To present the archived materials in a historically critical format. For this second approach we have relied on a critical method that follows these guidelines:
    a. When dealing with first hand accounts the closer to the original source the better,
    b. The context of when and why the account was created is important for examining what that source can offer current studies.

    The archived presentations have been developed into lesson plans using this critical approach, which both examines the topics covered in the original presentations and how the actual presentations themselves need to be read as historical documents.

This presentation features Eugene, Oregon, but how is it similar to and different from your own community?

Main Themes

- Eugene, Oregon, rural to urban development.
- Changes in and development of urban areas: buildings, roads, etc.
- Transformation of transportation over the 20th-century.
- Impact of urban development on the surrounding landscapes.
- Impact of individuals and groups on community development

Secondary Themes

- Connections between performing arts and communities.
- Traditions and connections developed between the community and universities and colleges.
- Differences and similarities of a community's various businesses (such as mills and stores) that have developed during the 20th century.
- Celebrations of a city's/town's civic history and cultural communities.
- Civic pride and community spirit.

Background

Eugene, Oregon began as a small rural town, and developed throughout the 20th-century into the modern cultural hub it is today. Nestled between Skinner's Butte, Spencer Butte, and the Willamette River, Eugene is located on the south end of the Willamette Valley. The *Eugene: Then and Now* presentation depicts the city's transformation through a comparison of historic photographs and drawings, from when Eugene was founded in the mid 1800s, with modern photographs from the 1950s and 1980s. During the presentation witness the ways in which Eugene's transportation changed from horse drawn cars in the late 1800s to modern automobiles. Historic photographs of mills, factories, power plants, railways, and McArthur Court also trace Eugene's history. Finally, the presentation highlights Eugene's community pride and development with an introduction to the Oregon Trail Pageants, University of Oregon bonfires, and the dedication of the Hult Center for the Performing Arts. This long-standing pride and development is brought up to the late 20th-century with a concluding montage of images from the annual Eugene Celebration.

Eugene, Oregon, South from Skinners Butte, circa 1980

DVD Chapters

1. Eugene, Oregon: Origins of a Community (00:00 – 03:04)
2. Growth and Change of the Community (03:05 – 17:20)
3. Performing Arts and Celebrations (17:21 – 20:46)
4, Oregon Trail Pageants to Eugene Celebration (20:47 – 26:05)

Not in Eugene? Have students research their major community landmarks, celebrations, and historical figures. Create your own historical study guide.

Terms/Concepts

Eugene's Major Geological Features:

How do geological features affect a community's development?

Skinner's Butte: North of Eugene

Spencer Butte: South of Eugene

Willamette River: Runs northward through the Willamette Valley and through the middle of Eugene

Cascade Mountain Foothills: Situated to the east of Eugene, the cascade foothills are the gateway to the Cascade Mountain range.

Think about how transportation has changed over time in your comunity. How does this affect the community's development?

Eugene's Transportation Development:

Horse cars: A railroad car drawn by horses.

Electric street cars: An electrically powered trolley, which uses overhead wires (two parallel running wires) to draw electrical power. This type of trolley became a popular form of transportation and was a transitional step to replace horse drawn trollies.

Eugene's Transportation Development (cont):

Automobiles: A passenger vehicle that uses fuels to self-propel the vehicle, instead of relying on tracks or overhead wiring. Automobiles usually have four wheels, an internal combustion engine, and are used for land transport.

What do the performing arts tell us about our communities?

Eugene's Community Celebrations:

Klatawa (Oregon Trail Pageants): From 1926-1950, Eugenians commemorated the city's founding by acting out exploration, development, and pioneer life of the Willamette Valley. Celebration occured with skits, musical performances, and parades in an tri-annual pageant where everyone in Eugene was encouraged to participate and/or attend.

Eugene Celebration: A celebration that has taken place every September since 1983. During a weekend long festival the Eugene/Springfield community comes together to visit with neighbors. The event has included an art show, cycling competition, 5k competitive run, kid zone, pet parade, and a city-wide parade.

What individuals were (are) important in your community's development?

Eugene's Pioneers:

Eugene Skinner (1809-1864) (city's founder, Skinner's Butte): Eugene Franklin Skinner was born in 1809. In 1846, Eugene Skinner and his wife Mary came north from California to Oregon. Eugene then explored the Willamette Valley, south from Clackmas County, and he built a cabin on what is now known as Skinner's Butte. In 1847, he brought his family to live in this cabin, where he helped raise the family, operated a ferry service and assisted in the development of the plans for the City of Eugene.

Hilyard Shaw (unknown - 1862) (Hilyard Street): Hilyard Shaw is credited as the first building contractor in the City of Eugene, including building the first house in mid-1800s.. He also erected the first sawmill.

Cal Young (1871- 1957) (Cal Young Road): Cal Young is considered to be Eugene's "first citizen". Mr. Young was very active in the city's business and civic affairs; including serving on the school board, organizing the Oregon Trail Pageant parades, and "coacher" for the University of Oregon football team in 1894. He ran a meat market in Eugene, then worked in a mine. After this he managed the Heilig theater for two years after it opened in 1903. Finally he returned to farming on his family homestead, which can be visited today.

Dr. Andrew Patterson (1814-1904) (Patterson Street): Dr. Patterson was elected to the State of Oregon Senate in 1870, where he advocated for a state university to be built in Eugene. Because of this he was instrumental in the establishment of the University of Oregon. In 1854, Dr. Patterson was commissioned by Eugene Skinner to survey the area to establish the "Town of Eugene City".

What groups were (are) important in your community's development?

Questions for Class Discussion (if not in Eugene, you can use your own community)

1. Why did Eugene Skinner choose the location for his home and the "Town of Eugene City"? What are the advantages to living in such a location?

2. What problems do you think early Eugenians had in terms of their geographic location?

3. The presentation displayed drawings of early houses. Do you think these drawings are accurate? When did cameras become widely used to doucment buildings? The first house in Lane County appeared in the mid-1800s. Did early houses exist before cameras did? What are the comparsions and differences between photographs and illustrations?

4. Why would someone lobby to put a university in their city? What are the advantages and disadvantages of having a large university in a city?

5. The presentation showed pictures of an ice plant that used to exist near the river. What is an ice plant? Who used it? Do any exist today? Are there other types of businesses shown from the past that are still around? Any that are not around? What are the reasons these businesses stayed or disappeared?

6. The presentation showed photos of the University of Oregon annual bonfire where students set a two-story wooden structure on fire. Why don't they do that anymore? What celebrations have replaced the ones of the past?

Suggested Activities

- The Past and Present in Photographs activity: Students can take their own photographs of the community and compare these new photographs with historical ones. Students will learn about the elements of photoography and how photographs create narratives and become historical documents (See: The Past and Present in Photographs activity).

- Arrange to visit the University of Oregon Museum of Natural and Cultural History in Eugene, Oregon.

- Arrange a visit to your local historical museum.

- Arrange a visit to a local landmark (or geological site) and discuss the importance of this landmark to the student's local community.

- Create group (5 to 10 students) skits portraying changes in their local community.

- Create group (5 to 10 students) skits portraying a prominent local community leader's life and how this leader created change in the local community.

- Assign students to draw illustrations: one historical and one new building, and then discuss the differences and similarities of the designs and history.

- Arrange a presentation by a local historian, and/or a community leader, to discuss the changes of the student's community.

- Have students create an artistic vision of what their community will look like in the future (example: 50 years/100 years). This could be in the format of illustations, a city layout map, a written narrative/essay-or a combination.

Sample Selected Standards (from Oregon Department of Education)	**Category**	**Grade Level**
1. Interpret the relationship of events occurring over time; create a chronology.	Historical Skills	8 ,10
2. Recognize and interpret continuity and/or change with respect to particular historical developments in the 20th century.	Historical Skills	10
3. Understand how various groups of people were affected by events and developments in Oregon state history.	State and Local History	8
4. Understand the lasting influence of events and developments in local history.	State and Local History	8
5. Understand the causes, characteristics and impact, and lasting influence of political, economic, and social developments in local history.	State and Local History	10
6. Recognize relationships between the physical and cultural characteristics of a place or region.	Geography	8
7. Understand how the process of urbanization affects the physical environment of a place, the cultural characteristics of a place, and the physical and human characteristics of the surrounding region.	Geography	8
8. Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.	Geography	10
9. Understand how transportation and communication systems of the present compare to those of the past, and how this changes perceptions of space and time.	Geography	10